**Swain House Primary School Art and Design Long Term Plan (Kapow)**

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| **Year group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYs** | **Little Acorns –**  Mark making, exploring paints.  **Great Oak Nursery –**  Intentional mark making. Exploring colours.  **Reception –**  Name colours. Experiment with colour mixing. Create simple representations of people and objects. Draw with different tools. Learn about the artist Matisse. | **Little Acorns –**  Mark making, exploring paints and different creative tools.  **Great Oak Nursery –**  Intentional mark making. Exploring colours. Showing emotions through drawing.  **Reception –**  Use colours for a particular purpose. Share their creations. Learn about the artist Mondrian. | **Little Acorns –**  Mark making, exploring paints and different creative tools.  **Great Oak Nursery –**  Using senses to explore different materials. Exploring colours and colour mixing.  **Reception –**  Experiment with different mark making tools such as pencils, pastels and chalk. Learn about the artist Kandinsky. | **Little Acorns –**  Mark making, exploring paints and different creative tools.  **Great Oak Nursery –**  Using senses to explore different materials. Exploring colours and colour mixing.  **Reception –**  Use natural objects to make a piece of art. Learn about the artist Andy Goldsworthy. | **Little Acorns –**  Mark making, exploring paints and different creative tools.  **Great Oak Nursery –**  Using senses to explore different materials. Exploring colours and colour mixing. Use drawings to represent ideas like movement and noises.  **Reception –**  Colour mixing. Drawing more detailed pictures of people and objects. Create observational drawings. Learn about the artist Seurat. | **Little Acorns –**  Mark making, exploring paints and different creative tools.  **Great Oak Nursery –**  Using senses to explore different materials. Exploring colours and colour mixing. Use drawings to represent ideas like movement and noises.  **Reception –**  Explore and compare artists. Refine artistic techniques. Share creates by talking about processes and evaluate work.  Learn about the artist Giuseppe Acimboldo. |
| **Y1** | **Drawing**  **Make your mark**  Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman. |  | **Sculpture and 3D: Paper play** Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois |  |  | **Painting and mixed media:** Colour splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns. |
| **Y2** | **Craft and design: Map it out**  Responding to a design brief, children create a piece of art that represents their local area  using a map as their stimulus. They learn three techniques for working creatively with  materials and at the end of the project, evaluate their design ideas, choosing the best to  meet the brief. |  | **Painting and mixed media:** **Beside the seaside -** Taking seaside paintings and impressionist painters as a starting point, pupils investigate  how mixing a wider range of colours contributes to different effects. They explore  surface texture when selecting and combining materials to make their final piece. |  | **Sculpture and 3D: Clay houses**  Developing their ability to work with clay, children learn how to create simple thumb pots  then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece  that uses techniques such as cutting, shaping, joining and impressing into clay. |  |
| **Y3** |  | **Drawing: Growing artist:**  Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form. | **Painting and mixed media: prehistoric media**  Recognise the processes involved in creating prehistoric art.  Explain approximately how many years ago prehistoric art was produced.  Use simple shapes to build initial sketches.  Create a large scale copy of a small sketch.  Use charcoal to recreate the style of cave artists.  Demonstrate good understanding of colour mixing with natural pigments.  Discuss the differences between prehistoric and modern paint.  Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.  Successfully make positive and negative handprints in a range of colours.  Apply their knowledge of colour mixing to make natural colours. |  | **Craft and design: Ancient Egyptian scrolls**  This unit focuses on exploring and creating Ancient Egyptian art, guiding pupils in understanding and applying the styles, patterns, and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating contemporary responses using zines. Use this unit hub to inform your medium-term plan and to navigate to related resources. |  |
| **Y4** |  | **Drawing: Power prints**  Using everyday electrical items as a starting point, pupils develop an awareness of  composition in drawing and combine media for effect when developing a drawing into a  print. |  | **Painting and mixed media:** Light and dark  Developing colour mixing skills, using shades and tints to show form and create three  dimensions when painting. Pupils learn about composition and plan their own still life to  paint, applying chosen techniques. |  | **Craft and design: Fabric of nature -** Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life. |
| **Y5** |  | **Sculpture and 3D: Interactive installation**  Using inspiration of historical monuments and modern installations, children plan by  researching and drawing, a sculpture to fit a design brief. They investigate scale, the  display environment and possibilities for viewer interaction with their piece. |  | **Drawing: I need space -**  Developing ideas more independently, pupils consider the purpose of drawings as they  investigate how imagery was used in the ‘Space race’ that began in the 1950s. They  combine collage and printmaking to create a piece in their own style. |  | **Painting and mixed media: Portraits**  Investigating self-portraits by a range of artists, children use photographs of themselves  as a starting point for developing their own unique self-portraits in mixed-media**.** |
| **Y6** | **Craft and design: Photo opportunity**  Exploring photography as a medium for expressing ideas, pupils investigate scale and  composition, colour and techniques for adapting finished images. They use digital media  to design and create photographic imagery for a specific design brief. |  | **Drawing: Make my voice heard -**  Exploring art with a message, children look at the famous ‘Guernica’ by Picasso and the  confronting works of Käthe Kollwitz. They develop their drawings to incorporate new  surfaces, a range of techniques and demonstrate an emerging personal style. |  | **Sculpture and 3D: Making memories -**  Documenting their memories of their time at primary school, children select their  favourite art and design skills and techniques to design and create a 3D artwork to  represent these memories. |  |